Improving

Student Success

through

NDMTSS

North Dakota's Multi-Tier System of Supports

Published June 2018

Working Together

Building Effective Systems for Student Success

North Dakota administrators, teachers, support staff and entire systems expend a great deal of time and effort trying to do the work of school improvement, engaging in the conversation around how to work smarter and trying to answer some key questions:

- How do we create a system where ALL STUDENTS can be successful?
- How do we create a system where ALL TEACHERS can be successful?
- How do we create a system where ALL INITIATIVES align to promote DISTRICT improvement and success?
- How do we create a system where ALL RESOURCES and SUPPORTS are allocated to support these overarching school improvement goals?

North Dakota's Multi-Tier System of Supports (NDMTSS) seeks to provide a framework to guide this work. As we reflect on discussions and observations with teachers, principals, leadership teams, and state and regional leaders about the best way to develop systems that support ALL students – behaviorally and academically – some consistent messages emerge:

Every system is perfectly designed to get the results it is getting!

If we don't like the results, focus on the system, not the students or teachers. This shift in thinking recognizes that while there are pockets of excellence and people may be working hard, it is difficult to realize a deep level of impact because not everyone is part of the solution or not everyone knows the end goal. Leaders must emerge and ensure both accountability and support for the work.

Efficiency and Alignment are underlying themes!

The process of creating and refining our systems facilitates efficiencies in data use, instructional alignment, and resource allocation THROUGH aligned processes of school improvement and professional learning. Take another look at the NDMTSS Framework and the 5 essential components and see how it all fits together!

Change & people are involved. Plan accordingly!

Questions abound about managing change and involving people. For some, change is hard, while others may feel a sense of relief that something is going to happen that disrupts the status quo. Ironically, we may be talking about the **same change** in the **same school**! Planning must include intentionality about how to communicate and leverage the power of the people who make up the system. There is an abundance of guidance on Leading Change to explore, but we liked this list:

1. Be clear about the purpose for change and paint a picture of the new reality.
2. Understand and communicate the complexity of the change needed.
3. Take the time to help people "see" why the change is needed now.
4. Explore the reasons behind any resistance you encounter.
5. Use internal facilitators (leadership teams) to ensure that the change process taps into the strengths of the institution.
6. Understand that change takes time and is part of a continuous improvement process.

Effective Systems Support Students, Teachers, Parents and Administrators

It's true! Effective systems are laser-focused on student success – but they support EVERYONE in the system. Leadership, communication, organization, a growth-mindset, honesty, patience, innovation, creativity, evidence-based interventions, organization and energy are all required, but we always keep sight of the goal. It is hard work, but it is the RIGHT WORK!

We are committed to supporting the implementation of NDMTSS across the state. Let us know how we can help!

Sincerely,

Jennifer Glasheen & Luke Schaefer

NDMTSS Leadership Team Directors

Hello everyone,

We at the North Dakota Department of Public Instruction are pleased and excited to share this booklet describing North Dakota's Multi-Tier System of Supports and how it will benefit our North Dakota schools, teachers and students.

NDDPI has worked with N.D. Regional Education Association (REAs) and stakeholders across North Dakota to develop this document to help school districts implement MTSS strategies. This is to assist our schools as they become more familiar with MTSS, discover more about student learning and behavior, support student growth, and sharpen their ability to use data to customize instruction.

I want to congratulate the NDDPI Special Education Unit, the State Advisory Team, the State Advisory Team Work Group, and participating schools for their excellent work on this booklet. It is available for distribution to any interested educator, school, or district.

This document represents another opportunity for us to learn and grow together as we work to promote continuous improvement in our North Dakota schools.

Sincerely,

Kirsten Baesler
State Superintendent

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North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

Why We Do It

The Students

Students fall through the cracks every year because we have pockets of excellence but are lacking a systems approach in many schools. Students who read at grade level by third grade are four times more likely to graduate on time.[1] Freshman year is key to predicting who will graduate from high school. Failing one semester course decreases the likelihood of graduating from 83% to 60%; two semester Fs decreases the likelihood to 44%; three reduces that to 31% chance of graduating. More than 7,000 students drop out of high school every school day. 85 percent of all juvenile offenders rate as functionally or marginally illiterate. Students in the lowest 25 percent of their class in reading are 20 times more likely to dropout and 75% of those end up incarcerated.[2] 70 percent of prisoners in state and federal systems can be classified as illiterate while 43 percent of those whose literacy skills are lowest live in poverty.[3]

Significant and persistent academic and/or behavioral difficulties can limit success in school and postsecondary opportunities. For some students, the typical evidence-based instruction and behavioral supports provided in the classroom are not sufficient to address their educational needs or prepare them for postsecondary opportunities. They will need individualized, more intensive intervention composed of practices that are evidence-based. Recent research on integrating academics and behavioral interventions has demonstrated promise for improving student outcomes.[4]

The Teachers

Research has identified numerous components within schools' system of instruction and intervention that can make an intervention more or less effective and sustainable. For example, the need to improve educators' knowledge and use of evidence-based interventions through teacher preparation[5] and professional development[6] has been well documented.

The Schools

The leadership and organizational supports, such as scheduling, roles of staff, adequate planning time, professional development structure, evaluation, leadership support, policies, and funding[7] can also facilitate or impede the effectiveness and sustainability of the system of instruction and intervention. Addressing academic and behavioral difficulties separately, instead of using an integrated approach, may result in inefficiencies in coordinating intervention. By using a more integrated approach, limited resources can be maximized and organizational structures and efficiency can be improved[8].

The State

If North Dakota increased its overall graduation rate to 90%, the economic benefits from these 300 additional graduates would likely include as much as[9]:
- $2.3 million in increased annual earnings and $200,000 in annual state and local tax revenues;
- 20 new jobs and a $2.8 million increase in the gross state product;
- $3.1 million in increased home sales and $400,000 in increased auto sales

1 Hernandez, D. Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation.

2 Alliance for Excellent Education, High School Graduation Gains Equal Economic Success. 2013

3 National Institute for Literacy

4 Algozzine et al., 2012; Chaparro, Smolkowski, Baker, Hanson, & Ryan-Jackson, 2012; Stewart, Benner, Martella, Marchand-Martella, 2007

5 Ciullo et al., 2015; Gable, Tonelson, Sheth, Wilson, & Park, 2012; Kern, Hilt-Panahon, & Sokol, 2009

6 Bambara, Goh, Kern, & Caskie, 2012; Ciullo et al., 2015; Debnam, Pas, & Bradshaw, 2012; Kern, Hilt-Panahon, & Sokol, 2009; Regan, Berkeley, Hughes, & Brady, 2015

7 Bambara et al., 2012; Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; O'Connor & Freeman, 2012

8 Chaparro et al., 2012; Lane, Oakes, & Menzies, 2014; McIntosh, Bohanon, & Goodman, 2010

9 Alliance for Excellent Education. High School Graduation Gains Equal Economic Success. 2013

10 AdvancEd. Standards for Quality Schools. 2011

What NDMTSS is Not

To further clarify the definition, it is important to recognize what MTSS is not. MTSS (RtI) cannot be a verb, time, program, or place. It is not an identification system for special education or Title 1. It is not just for some students. MTSS cannot be done by a small group of educators. It is not content specific. Students cannot be "RtI'd". Students cannot test into or be exited from RtI or be done with RtI.

NDMTSS implementation is no small undertaking and is not likely to be successful if it is not a district priority. Before beginning the NDMTSS implementation process, it would be beneficial for district leadership teams to look at how NDMTSS fits, or conflicts, with all other district initiatives. The exploration stage is important: otherwise, NDMTSS gets added to the multiple other time-consuming initiatives and viewed as one more thing to do.

What We Believe are Cultural Changes Necessary to Implement NDMTSS

- Effective teachers create environments where all students can learn and improve

- Effective schools maintain and communicate a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.[10]

- Effective systems support both teachers and students by outlining evidence-based instruction and interventions while ensuring appropriate access to resources and supports

1 Assessment

Definition

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed.

Description [as it relates to NDMTSS]

Screening, progress monitoring, and other supporting assessments are used to inform databased decision-making.

Four Purposes for Assessment:
1. Universal Screening – all students assessed to determine which students may need additional supports – high or low and the effectiveness of the core curriculum
2. Diagnostic – identify skill deficits and inform instructional match at all tiers
3. Progress Monitoring – frequent assessment to determine whether students are making adequate progress toward a specific preset goal
4. Outcome – measures performance of the educational system – e.g. NDSA, ACT

2 Data-Based Decision Making

Definition

Data-based decision making "optimizes the use of data for purposes of informing individual student instruction, identifying strengths and weaknesses in a classroom, and illuminating trends and gaps across a school district."[1]

Description [as it relates to NDMTSS]

An ongoing team process that begins with identified questions with clearly established protocols to evaluate and inform decisions and actions at student, classroom, grade level, school, and system levels. Basic steps include gathering accurate and reliable data, correctly interpreting and validating data, using data to make meaningful instructional changes for students, establishing and managing increasingly intensive tiers of support, and evaluating the process at all tiers to ensure the system is working.

3 Multi-Tier Instruction

Definition

A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction and assessments offering specific, research-based interventions matched to student needs driven by data.

Description [as it relates to NDMTSS]

Tier 1

- Focus - All students
- Instruction and Supports – district curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- Setting – General classroom (small or large group)
- Assessment – Screening, continuous progress monitoring, and outcome measures

Tier 2

- Focus - Students identified as at risk of performing below or significantly above expected outcomes
- Instruction and Supports - Targeted, supplemental instruction practices that are evidence-based (large or small group); additional layer to Tier 1
- Setting – General education and/or optimal setting for need of students
- Assessment – Diagnostic, Progress monitoring

Tier 3

- Focus – Students who present with exceptionally high academic or very low academic or behavior achievement, or who have not responded to Tier 1 and Tier 2 instruction, or students with disabilities who do not meet their IEP goals; additional layer to Tier 1 and Tier 2
- Instruction – Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies
- Setting – General or special education depending on the needs of the student
- Assessment – Diagnostic and progress monitoring

4 Infrastructure and Support Mechanisms

Definition
Knowledge, resources, and organizational structures necessary to operationalize components of NDMTSS in a unified system to meet established goals.

Description [as it relates to NDMTSS]
Alignment of resources and supports necessary to implement an effective system includes, but is not limited to: Shared Vision, Prevention Focus, Culture, Leadership, Professional Development, Schedules, Resources, Communication, Leadership Teams
(Training note: reasonable, practical, and doable)

5 Fidelity and Evaluation

Definition
Fidelity is the degree of exactness with which something is implemented or conducted; and Evaluation is a measure of the effectiveness of individual resources and practices.

Description [as it relates to NDMTSS]
Fidelity happens across multiple points within the NDMTSS framework; system process, and multi-tiered instruction. Did you do what you said you would do? Evaluation occurs frequently and helps to determine the effectiveness of the system, process, or multi-tiered instruction. Did it work? How can it be improved?

School Quotes

"The MTSS training we have done through SEEC has fundamentally changed our approach to educating our students. With this training, we have developed clear pathways for academics PK-12 that allow us to intervene with students and meet them at their current level of learning. Students who often had no success in the classroom are now flourishing because we have reduced their stress level by designing interventions which are closing the achievement gap. This led to our development of a behavioral pathway which included placing a licensed therapist on site. It has been highly successful and allows us to meet the needs of the whole student. Our MTSS training has allowed us to change perspectives on how we educate now and in the future."

- Cory Steiner, Northern Cass Superintendent

"There's a commitment, to NDMTSS and a sense of pride for the growth it brings to our staff and students, within our buildings. Our teachers are doing the work, while administrators are facilitating and supporting them in all aspects of that work. This process has given us a vision for the future not only for our students, but our district as a whole."

- Andrew Jordan, New Salem-Almont Superintendent

"MTSS has created a common language and provides a cohesive system in regards to student's academic and social emotional skills at West Fargo High School. Although there is not a quick fix for skill deficits, we are able to make data-based class placements in order to provide targeted interventions in reading, math, and social emotional skills. Being able to provide the correct level of instruction prior to student failure allows students to gain academic skills, reduces stress and frustration, and puts students on track for graduation. Most importantly, students receiving intervention are closing the achievement gap and gaining confidence."
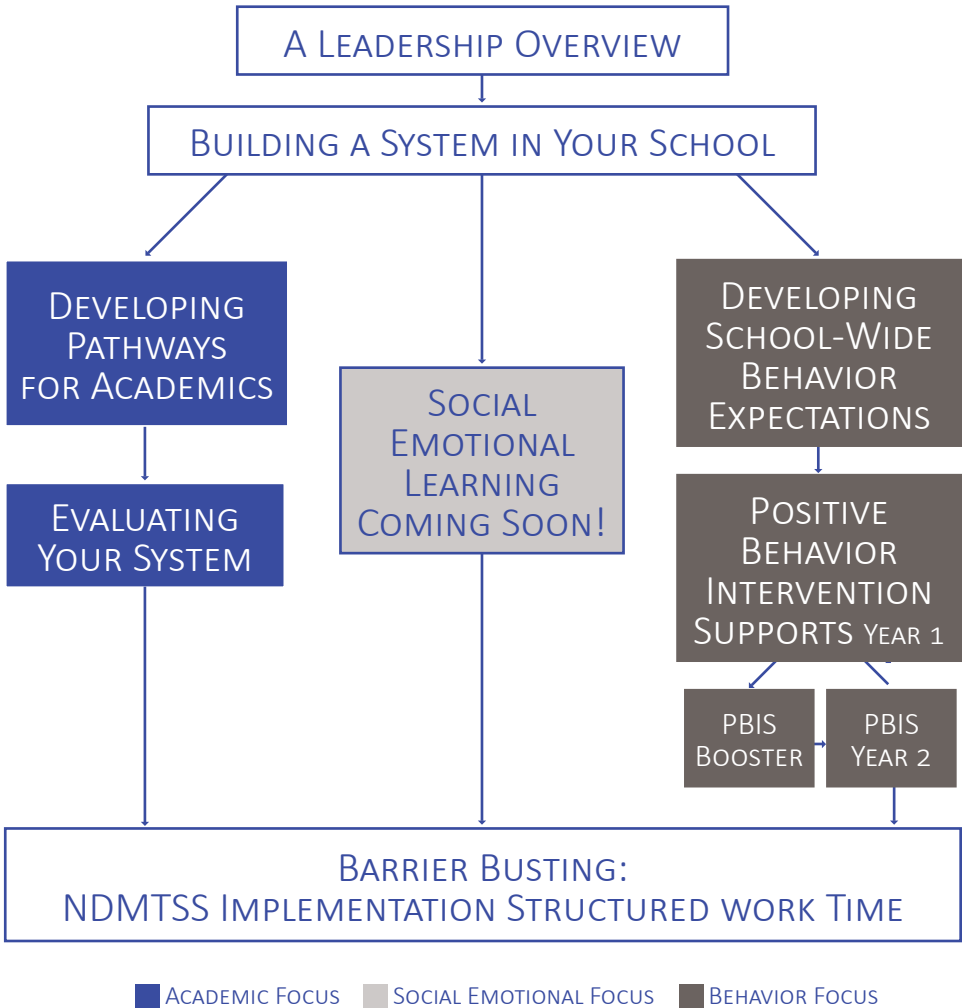
- Shannon Mortrud, Ph.d., ncsp, West Fargo HS MTSS Coach

"Over the last eight years, West Fargo Public Schools (WFPS) has been implementing and refining MTSS processes for academics and behavior. The assistance of N.D. Department of Public Instruction's State Personnel Development Grant and our partnership with the South East Education Cooperative has allowed us to develop a comprehensive MTSS in reading, math and behavior. We went from ZERO interventions to a systematic pathway of support, a comprehensive screening system, and multiple research-based interventions in reading and math at our secondary schools (6-12)! We have been able to get high-quality, research-based interventions to students in our high needs elementary schools immediately with our pathways model in reading. Our problem-solving model was refined to address student needs across the elementary schools. Our focus now is on aligning our MTSS model in behavior to incorporate mental health and trauma while continuing to develop our systems for supporting students with social emotional and behavioral needs K-12. With the NDMTSS framework embedded into our work at WFPS, we are prepared to immediately match student need to instruction across all tiers and to support hundreds of students at any given time through our interventions."

- DAWN MILLER, Ed.S., NCSP, WEST FARGO
MTSS/SPECIAL EDUCATION COORDINATOR

"NDMTSS has provided a comprehensive and systematic approach to supporting students at Wilton Public School. Our staff is committed to success for all kids thanks to the MTSS Leadership Team and an action plan developed by our staff, tailored to our needs that is continually evaluated to ensure alignment and fidelity to how we do business. Teachers feel more confident collecting and analyzing data to plan coherent instruction collaboratively. Student needs are addressed, both academically and behaviorally, using the tiered model to ensure we are meeting students where they are and with what they need, every kid, every day, through purposeful character development, core instruction, and differentiation but also through layered, targeted interventions."

- AMANDA MEIER, WILTON SUPERINTENDENT

NDMTSS Suggested Course Strands

A Leadership Overview

Building a System in Your School

Developing Pathways for Academics

Evaluating Your System

Social Emotional Learning Coming Soon!

Developing School-Wide Behavior Expectations

Positive Behavior Intervention Supports Year 1

PBIS Booster

PBIS Year 2

Barrier Busting: NDMTSS Implementation Structured work Time

■ Academic Focus ■ Social Emotional Focus ■ Behavior Focus

A Leadership Overview [exploration]   1/2 Day

Description

Participants will be provided an overview of North Dakota's Multi-Tier System of Supports and the comprehensive nature of this framework and its alignment with school improvement.

Objectives

1. Understand NDMTSS Definition and Non-Definition
2. Evaluate what it REALLY takes in your building to fully implement
3. Identify current strengths that exist within your system
4. Begin the decision-making process to explore/determine the appropriate next steps based on your data.

Building a System in Your School [Installation]   2 Day

Description

This training, intended for school or district lead teams, will assist schools in determining their desired state of providing high-quality instruction and interventions matched to student need while monitoring progress frequently to make decisions about changes in instruction and/or goals. The training will empower teams to build an action plan to determine the resources and supports necessary to ensure every student is provided the opportunity to succeed.

Objectives

1. Understand the Essential Components
2. Determine the appropriate structure to begin the process in a school
3. Identify current strengths within a school system
4. Begin the decision-making process

Developing Pathways for Academics [Installation]   3 Days + Site Visits [optional]

Description

This training, intended for a leadership team, is designed to utilize the NDMTSS Essential Components to solve problems at the school, classroom, and student level. Emphasis will be given to translating current educational research into practice to help schools maximize resources and outcomes for all students. Examples of data systems for universal screening and progress monitoring will be identified, as well as specific interventions and curricula to address problems at a systems level.

Objectives

1. Identify current gaps in student outcomes based on grade level data
2. Evaluate appropriate pathways for students to increase academic achievement
3. Develop strategies for solving problems at increasingly larger levels
4. Increase awareness of evidence-based interventions and curricula

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Evaluating Your System [implementation]   **3 Day**

Description

This training, intended for school lead teams, will focus on innovation of the NDMTSS model with emphasis on:

1. Data collection and disaggregation
2. Data-driven decision making, and
3. Problem solving for student, classroom, and systems level.

Monitoring practices will be developed to determine if the system is having a positive impact on student learning with a strong focus on fidelity and outcome data. Opportunities for collaboration and to observe MTSS in action within the cohort will be organized.

Objectives:

By the completion of this course, participants will know how to do the following:

1. Collect and disaggregate student data
2. Make data-driven decisions
3. Problem solve for student, classroom and system levels.

Barrier Busting: NDMTSS Implementation Structured Work Time   **Time Varies**
[any stage past Initial Implementation]

Description

One of the greatest barriers with NDMTSS implementation is time for leadership team problem solving and action planning. The purpose of this session is to provide leadership teams the time to:

1. Revisit the work schools have been engaging in,
2. Assess current reality and identify obstacles for improvement, and
3. Receive assistance with next steps from consultants and other schools.

Developing School-wide Behavior Expectations [exploration]

2 Days

Description
Schools will plan for the identification and teaching of school-wide expectations of behavior. Further, they will develop plans for active supervision, problem behavior, classroom management, data collection, and data systems. Upon completion, schools will have identified gaps in current practice and have an action plan for steps to improve practice in their building.

Objectives
1. Establish commitment
2. Conduct audit of current status
3. Establish expectations
4. Establish information systems (outcome and process tools)
5. Build capacity for function-based support

School-Wide "Booster" Tier 1 Training [implementation]

3 Days

Description
A "booster" training involves reviewing the critical elements, establishing clear implementation goals to improve School-wide outcomes, and supporting teams who may be earlier in implementation. The objective is to increase the school's effectiveness in implementing the PBS process. The content will be based on the needs of the schools for each district. The content will be based on information from the District Coordinator/Coach/Team and the evaluation results of the Benchmarks of Quality (BoQ).

The booster training is for schools in their first year of implementing School-wide PBIS that have:

- Completed the School-wide training.
- Implemented some of the critical elements.
- A current BoQ score of 35%-80%.

PBIS Year 2-Tier 2: Supplemental Support System [implementation]

3 Days

Description
This training covers the critical features to support supplemental interventions (Tier 2) within a multi-tiered system, data review, and barrier busting.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum.

- This training is available to schools who have reached a BoQ of 80%.

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Intensifying Instruction
[any stage past Initial Implementation]

1 Day

Description
NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. In order to meet the demands of an MTSS system, educators are asking for assistance in deepening their knowledge and skills in how to intensify instructional practices to meet the needs of all students.

This training will provide educators with evidence-based instructional designs to accelerate students' rate of learning. These can be applied at the universal (Tier 1), strategic (Tier 2), and intensive (Tier 3) levels of instruction. The following features of instruction will be addressed:
- More explicit
- More systematic
- More modeling
- More opportunities to respond
- More feedback
- More judicious review

Objectives
1. NDMTSS Defined and Described
2. Understand the Gradual Release of Responsibility Model as a foundation to high quality instruction
3. Know how to intensify instruction through evidence-based instructional features to accelerate students' rate of growth
4. Develop an action plan that is practical, reasonable, and doable

NDMTSS Conference [held annually in June]

3 Days

Description
NDMTSS Conference welcomes around 400 educators from across the state each year to engage in the work of Multi-Tier System of Supports within their schools and districts. The conference brings both nationally recognized experts and teams from ND schools to share the most meaningful and effective work being done statewide and across the nation.

NDMTSS Demonstration Sites

Schools in North Dakota are working to install and innovate their system of supports for matching instruction with student needs. NDMTSS Demonstration sites provide new schools with a clear picture of some of the shining examples of MTSS in the state. As an additional layer of learning, demonstration sites are located across the state and represent the various sizes, levels and areas of development of NDMTSS implementation. Contact the NDMTSS REAs for more information.

System Fidelity Walkthrough
- 3 ½-day observation and feedback sessions for schoolwide MTSS resources, supports, and intervention

Academic Pathway Fidelity Walkthrough
- Full day observation and feedback sessions for classroom implementing MTSS instruction and intervention

Behavior Pathway Fidelity Walkthrough
- Full day observation and feedback sessions for classroom implementing MTSS instruction and intervention

District Capacity Assessment
- Full day facilitated team meeting with multiple data entry points to evaluate the effectiveness of current system and the policy/practices in place for a district

Teacher, Administrator, or Team Coaching
- Observation, feedback, and coaching for educators to improve instruction and intervention

High Impact Leadership and Chance
- Target audience: Principals and Superintendents
- High impact leadership focuses on effectively leading system change through strategic implementing of a teachable point of view, instructional leadership, data utilization, and continuous improvement.

- Core Values
- Strengths-Based leadership
- Leading Others through Change
- Managing Change
- Countering Resistance
- Highly Effective Teams
- Instructional Leadership
- Relational Leadership
- Data Driven Decision Making
- Culture of Continuous Improvement
- Accountability

Focus on Academics
- Explicit Instruction
- Gradual Release of Responsibility
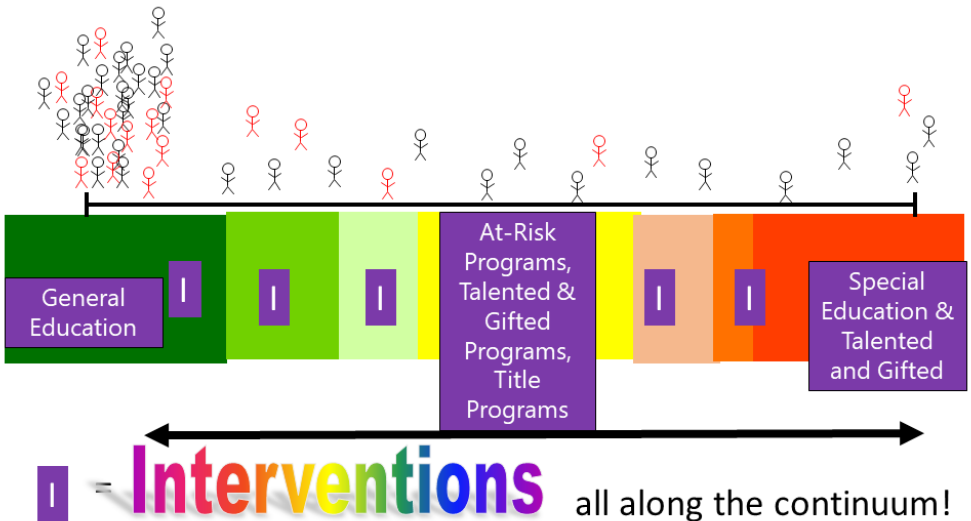- Student Engagement

Focus on Behavior
- CHAMPS
- Tough Kids

In parts of our state,
Response to Intervention (RtI) has been viewed as a framework to help struggling students with academics. It provided a fantastic starting point; however fell short of including the state's desire to focus on all students. The state determined the need for a more comprehensive approach to school improvement, encompassing academic, behavior, and social emotional needs of all students. North Dakota Multi-tier System of Supports (NDMTSS) framework offers this opportunity. NDMTSS also includes professional development for educators, and focuses on a systemic approach where infrastructures are designed to meet all students' needs. Some view NDMTSS as an extension of RtI. The goal of North Dakota's Multi-Tier System of Supports is to ensue high quality instruction in every classroom every day for every North Dakota student.

General Education | I | I | I | At-Risk Programs, Talented & Gifted Programs, Title Programs | I | I | Special Education & Talented and Gifted

I - **Interventions** all along the continuum!

CONTINUOUS IMPROVEMENT

We recognize,

We, NDMTSS, recognize that providing all students with the best opportunities to succeed academically and behaviorally requires a constant focus on improvement. This is done through needs assessment, planning, implementation, and evaluations. Like any school improvement process, the continuous improvement cycle empowers systems to effectively plan and implement initiatives while accumulating and analyzing data in order to apply changes to improve practice.
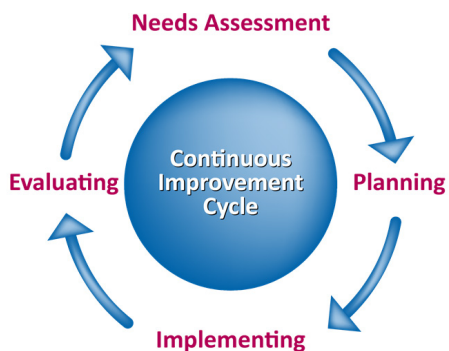
NORTH DAKOTA ADMINISTRATIVE RULES

North Dakota administrative rules chapter 67-23-06-05 effective date July 1, 2012 provide the legal structure for the implementation of Response to Intervention (RtI) in districts across the state.

The North Dakota Department of Public Instruction believes that increased student learning requires consistent high-quality instruction matched to student needs. In a quality education environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions. For RtI to work well, it should be implemented as a part of a Multi-tier System of Supports (MTSS).

The North Dakota Special Education and Title I offices have developed guidance documents that provide schools with clarity on the integration of targeted supports within an MTSS framework. For more information, please reach out to the NDDPI contacts listed on the back cover.

See NDDPI document: Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings

https://www.nd.gov/dpi/SchoolStaff/SpecialEd/SpecialEducationStateGuidelines/

Purpose

The NDMTSS SEL Goals provide ND school districts and educators a framework to guide quality explicit instruction of social and emotional learning skills to foster an engaging school climate for all students, guide selection of evidence-based programs and steer professional learning with regards to SEL in ND. The developed learning goals provide reasonable expectations for what ND students should know and be able to do by the end of each grade span. Collaboration within the classroom, school environment, homes and communities is essential for students to reach their fullest potential.

NDMTSS Alignment

NDMTSS provides a framework for implementing educational practices to ensure academic, behavioral and social-emotional success of all students. SEL improves academic and behavioral outcomes. It reduces opportunity gaps by incorporating equitable and inclusive solutions for all students. It is the set of skills that ties academics to behavior and allows students to excel in both areas. When discussing lagging skills for students, often we are referring to social and emotional skills. Finally, the "soft skills" that we refer to in choice readiness are found within social and emotional learning. For these reasons, NDMTSS supports explicit SEL instruction for all students and recognizes that some may need additional targeted SEL supports while a few may need intensive SEL intervention.

Social and Emotional Learning Defined

CASEL defines SEL as "The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills 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." Socially and emotionally competent children and youth are self-aware, socially aware, able to regulate their emotions, have good relationship skills, and demonstrate responsible decision making at home, school and in the community. (https://casel.org/what-is-sel/)

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
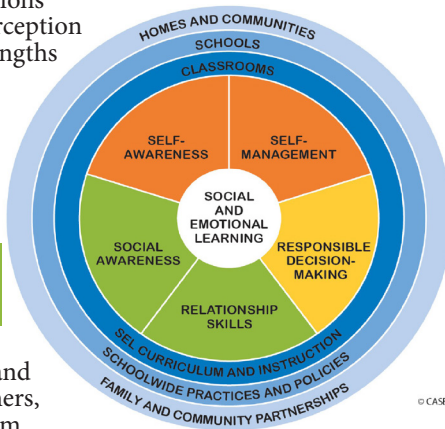- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations— effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

© CASEL 2017

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Empathy & Perspective-taking
- Appreciating diversity
- Respect for others
- Help seeking

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating & reflecting
- Ethical responsibility

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork
- Conflict Resolution

N.D. Regional Education Associations [REAs]

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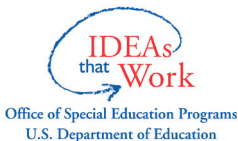luke.schaefer@k12.nd.us

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