



Multi-Tiered Systems of Support (MTSS) for **Social & Emotional Learning**



Tier 1 All Students

Supportive Learning Climate and Universal SEL Instruction

- Establish a team dedicated to developing school climate
- Develop shared agreements for behavior
- Establish orderly routines and transitions
- Create a restorative discipline system
- Build positive relationships between staff and students
- Build positive relationships among staff
- Cultivate SEL for adults
- Teach an evidence-based SEL curriculum
- Integrate SEL in academic instruction
- Cultivate student voice and engagement
- Develop a trauma-sensitive school environment

Tier 2 Some Students

Targeted Supports for Some Students

- Meet as a team to process behavioral health referrals and monitor progress
- Increase reinforcement for positive behavior
- Repair and restore positive relationships
- Analyze root causes of behavior to provide supportive interventions
- Use restorative interventions to repair harm, resolve conflicts, and teach accountability
- Provide small-group support for students in need of focused skill instruction
- Provide structured interventions for students exposed to trauma and chronic stress

Tier 3 A few Students

Individualized Supports for a Few Students

- Develop individualized behavioral support plans
- Build relationships and provide specialized skill instruction for students and their family members
- Embed community partners within schools to provide support to students at risk of expulsion
- Provide referrals and linkages to community mental health partners



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Supported Programs and Strategies from the Office of SEL, 2016-2017

Supportive Learning Climate and Universal SEL Instruction

Advisory (Middle and High School) is a class in which students remain with the same advisor and peer community throughout middle or high school. It provides a venue to help students set goals, learn skills of self-management and relationship building, reflect on their academic growth, and plan for their lives in high school and beyond. All schools can access the Advisory Framework Toolkit and lesson plans at tinyurl.com/cpsadvisory, and OSEL offers ongoing professional learning community sessions for advisory leadership teams.

Caring School Community (K-6) is an evidence-based approach that focuses on strengthening students' connectedness to school. Class Meetings, a cross-age buddies program, Homeside Activities, and Schoolwide Community-Building Activities help students develop respect for each other and take ownership for their learning and behavior. OSEL provides professional development and coaching for a small cohort of schools to adopt this approach.

CHAMPS Classroom Management is designed to help the K-12 teacher develop or fine-tune an effective behavior support plan that is proactive, positive, and instructional. This model focuses on creating clear structure and routines, teaching expectations explicitly, interacting positively with students, and correcting classroom misbehavior in ways that are calm, respectful, and restorative. This training is offered periodically and is best for classroom teachers and those who support them.

Coaching Classroom Management is a school-based, targeted intervention, which provides daily support and monitoring for students who exhibit low-level problem behaviors across multiple settings and/or have few positive connections with staff. It is based on a daily check in/check out system that provides students with immediate feedback on their behavior and increased positive adult attention via a teacher rating on a Daily Progress Report.

Cultivating SEL for Adults is a section of our website that contains ideas, resources, professional development activities, and a literature review focused on building positive relationships and strengthening social and emotional skills among school staff. Resources are broken out into six categories: strengthening staff connectedness, staff recognition activities, practices for school/network/central office leaders, self-care and re-energizing, reflecting on personal SEL skills, and building staff SEL skills/buy in for SEL.

Developmental Designs is an evidence-based approach that focuses on building student community and collaboration, promoting student self-management and critical thinking, and creating engaging learning experiences. Developmental Designs is specifically designed for Middle School. OSEL provides professional development and coaching for a small cohort of schools to adopt this approach.

Guided Discipline provides a systematic approach to organizing classrooms for student success, reducing behavioral problems through strategic intervention and support, maximizing opportunities to learn, and responding to behavior in corrective, instructive, and restorative ways. OSEL will offer quarterly professional development to support high school teachers in implementing this approach.

Integrating SEL with Academic Instruction is a workshop designed for teacher teams who plan lessons and units together. In this workshop, teachers will learn to recognize what they are already doing to teach SEL, and how they can be more explicit and mindful in planning academic instruction that provides clear opportunities for students to practice social and emotional skills. This workshop can be conducted before or after school or during common planning time. A self-guided workbook is also available on our website at cps.edu/sel.

Morning Meetings/Class Meeting: Classroom-based morning meetings are a core component of many evidence-based SEL strategies, including Responsive Classroom and Caring School Community. They provide structured, daily opportunities for students to practice social skills and build a sense of community. OSEL offers an introductory session for teachers who wish to begin implementing morning meetings in their classrooms.

PATHS (K-5) is an evidence-based classroom program for teaching SEL skills, promoting positive behavior, and preventing risk behavior. The U.S Department of Education is funding Penn State University (PSU), The Collaborative for Academic, Social, and Emotional Learning (CASEL), and CPS to implement PATHS in 28 schools..

Responsive Classroom is an evidence-based approach that focuses on building student community and collaboration, promoting student self-management and critical thinking, and creating engaging learning experiences. The Responsive Classroom approach can be used in K-8 classrooms. OSEL provides professional development and coaching for a small cohort of schools to adopt this approach.

Restorative Conversations guide students through reflection, problem solving, and repairing harm after a behavior incident. Restorative Conversations help identify root causes and place responsibility on students to understand the impact of their behavior and take steps to make things better. OSEL offers professional learning on Restorative

Conversations through district-wide Restorative Practices 101 training, school-wide Restorative Conversations PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects. [Restorative Mindsets and Language](#) are the core components of Restorative Practices. A restorative mindset describes how a person understands community and one's role in the community. Restorative language encourages positive interaction through empathetic listening, "I" statements, and restorative questions. OSEL offers professional learning on Restorative Mindsets and Language through Restorative Practices 101 training, school-wide Restorative Practices PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

[School Climate](#) resources and professional development are coordinated through your network office. Please contact your network's SEL Specialist for more information, and visit our website to download the CPS School Climate Standards.

[Second Step \(PK-8\)](#) is an evidence-based social-emotional learning curriculum that helps students succeed both socially and academically. Second Step teaches skills for learning, empathy, emotion management, and problem solving— tools students need both inside and outside of the classroom. CPS schools can receive professional development and curriculum materials if they commit to fully implement the curriculum school-wide.

[Talking Circles](#) proactively build relationships among classroom or team through a structured process. Talking circles may be used as daily check-ins, and to set classroom norms and agreements, teach social and emotional skills, provide feedback, and discuss pertinent issues and topics. OSEL offers professional learning on Talking Circles through district-wide Talking Circles training, school-wide Restorative Practices in the Classroom PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

[Youth Mental Health First Aid](#) is an eight-hour training designed to support any adult who spends time with adolescents. Participants review typical adolescent development, are introduced to the signs of common mental health challenges (e.g. depression, anxiety, eating disorders, suicidal ideation, nonsuicidal self-injury, psychosis, ADHD, etc.) for youth, and learn a five-step action plan for helping students in both crisis and non-crisis situations. Training is offered through OSEL.

Targeted Supports for Some Students

[Anger Coping/Think First](#) are cognitive behavioral group interventions that focus on developing social problem-solving and anger management skills in students exhibiting conduct problems and reactive aggression. This intervention is delivered by school counselors, social workers, psychologists, and/or community partners. OSEL offers professional development and support with implementation.

[Alternatives to Suspension](#) in schools provide meaningful opportunities for students to learn skills, repair harm caused by their actions, and take ownership over their behaviors. OSEL offers professional learning on Alternatives to Suspension through district-wide Alternatives to Suspension training, the Guidelines for Effective Discipline: An Administrator's Addendum to the CPS Student Code of Conduct, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

[Behavioral Health Teams](#) are collaborative-problem solving teams that support the identification, support and monitoring of students with social, emotional and/or behavioral needs through a multi-tiered approach. Behavioral Health Teams work to establish criteria for providing supports, referral and screening protocols and a menu of social, emotional and behavioral interventions for students. OSEL offers professional development and support with implementation.

[Bounce Back](#) is a skill-building trauma-focused intervention for young children (grades K-5) who have been exposed to significant stressful events. In this intervention, students and their parents learn normal reactions to stress and trauma, helpful ways to think about self, others and the world, and social problem-solving skills. OSEL provides professional development and support with implementation for a cohort of selected schools.

[Check-In/Check-Out](#) is a school-based, targeted intervention, which provides daily support and monitoring for students who exhibit low-level problem behaviors across multiple settings and/or have few positive connections with staff. It is based on a daily check in/check out system that provides students with immediate feedback on their behavior and increased positive adult attention via a teacher rating on a Daily Progress Report. OSEL offers professional development and support with implementation.

[Cognitive Behavioral Intervention for Trauma in Schools \(CBITS\)](#) is a skill-based group intervention developed to relieve symptoms of Post-Traumatic Stress Disorder (PTSD), depression, and general anxiety in students who have been exposed to trauma. CBITS can be used with students in grades 3-12 and is delivered by school counselors,

social workers, psychologists and/or community providers. OSEL offers professional development and support with implementation.

Evidence-Based Behavioral Strategies (EBBS) is a classroom-based intervention for individual students and can be delivered by teachers. The two-part training, offered by the Office of Diverse Learner Supports and Services (ODLSS) provides school staff with the tools to design, implement and evaluate customized individual interventions in the classroom setting.

Impact of Exposure to Trauma on Students, Staff and the School Community trains all school staff to increase awareness about the impact of trauma exposure on students' development and learning. The training supports school staff to adopt a "trauma lens" to be better able to recognize signs of trauma as well as develop effective school-wide and classroom-based strategies for creating an environment that is supportive of students. OSEL offers professional development.

Peace Circles are a planned, structured meeting between a person or people who caused harm, the person or people who were harmed, and both parties' family and friends, in which they discuss the consequences of wrongdoing and decide how to repair harm. OSEL offers professional learning on Peace Circles through district-wide Peace Circles training (day 2 of the two-day Restorative Circles training), school-wide Restorative Practices in the Classroom PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

Peer Conference is a voluntary, student-led process in which a small group of trained Peer Conference members provide a positive peer influence as they work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused. OSEL offers professional learning on Peer Conference through intensive short-term Restorative Practices Coaching Projects and Peer Conference Technical Assistance sessions for schools with existing Peer Conference.

Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) is a skill-building program geared towards adolescents (grades 6-12) who have been exposed to chronic stress or trauma who may still be living with ongoing stress and are experiencing problems in several areas of functioning. In this intervention, students learn to recognize the impact of trauma/stress on one's functioning, create meaning for one's life, increase communication and connectedness with others, and improve coping skills. OSEL provides professional development and support with implementation for a cohort of selected schools.

S.S.GRIN is an evidence-based small group intervention intended to address gaps in social skills and self-awareness for students in grades Pre-K through 2; specifically, it enhance children's confidence, communication, and cooperation skills. S.S. GRIN is facilitated by school counselors, social workers and psychologists. OSEL provides professional development and support with implementation.

Individualized Supports for a Few Students

Alternatives to Expulsion Behavior Intervention include programs from a range of community partners that provide complex interventions for students referred for infractions related to gang involvement, substance abuse, conflict-resolution, self-regulation, or decision-making. Participating students are able to continue to attend their home school while completing an intervention program. The intent of the program is to select an intervention that best matches the cause or function of the misconduct in order to meet the academic, social, emotional and behavioral needs of referred students.

SMART Program (Saturday Morning Alternative Reach-out and Teach) is an alternative to expulsion for students in 6th through 12th grade who violate categories 4, 5 or 6 of the CPS Student Code of Conduct. The SMART program works to mediate behavior by providing students with an educational alternative and provides a comprehensive and integrated multi-week program using a conflict resolution and social emotional skill development curriculum.