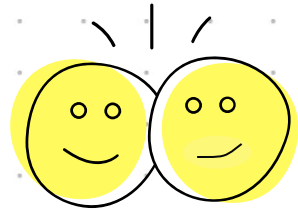




Supporting the Supporters: Promoting Educator Well-Being through MTSS

@characterstrong



We need to be
Reminded
more than taught

Character
Strong



Name Last Name

 Title



Name Last Name

 Title

Turn & Talk:

On a sunny day, what is the ideal outside activity? Who would you do this activity with?

If There's Time:

In what ways does your school/district promote educator well-being?

00:25

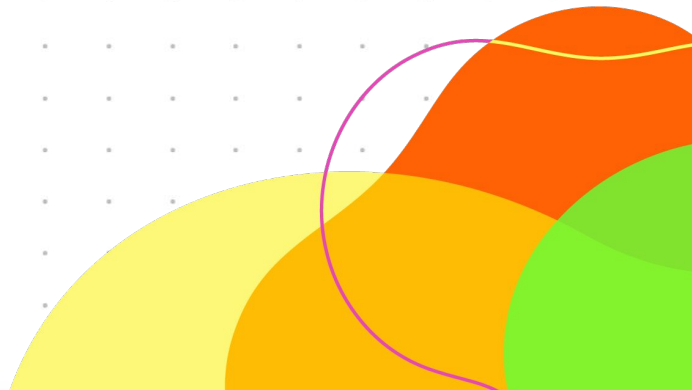
Objectives

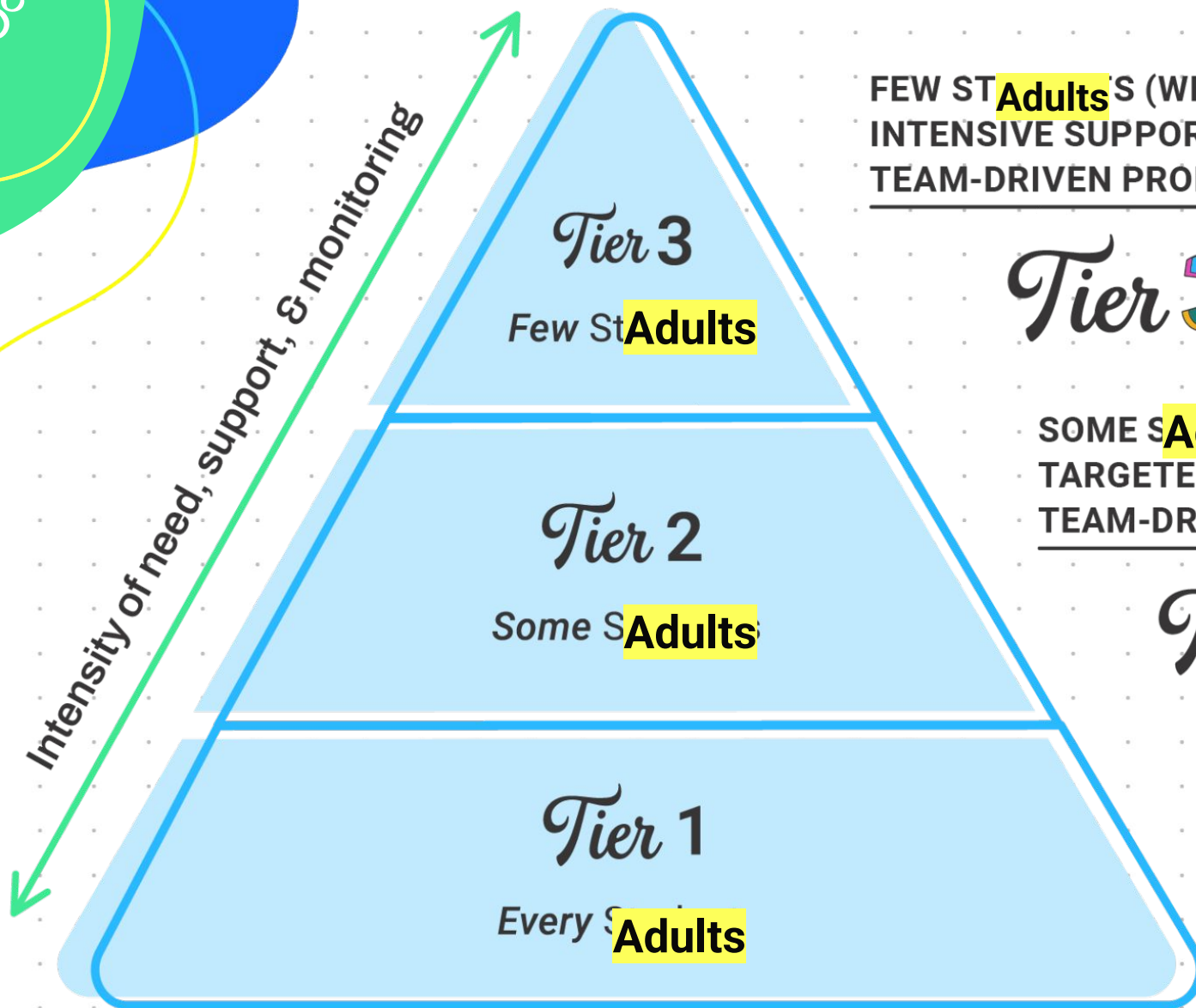
Define the
MTSS
Framework

Identify LoHi,
tiered strategies
that promote
staff resilience
and reduce
burnout

Develop an
action plan to
implement
tiered staff
support
systems

Objectives

- Define the MTSS Framework
 - Identify LoHi, Tiered Strategies that promote staff resilience and reduce burnout
 - Develop an action plan to implement tiered staff support systems
- 
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FEW ST **Adults** S (WHO) +
INTENSIVE SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =

Tier 3

SOME S **Adults** TS (WHO) +
TARGETED SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =

Tier 2

EVERY S **Adult** NT (WHO) +
HOLISTIC NEEDS(WHAT) +
EVERY ADULT (HOW) =

Tier 1

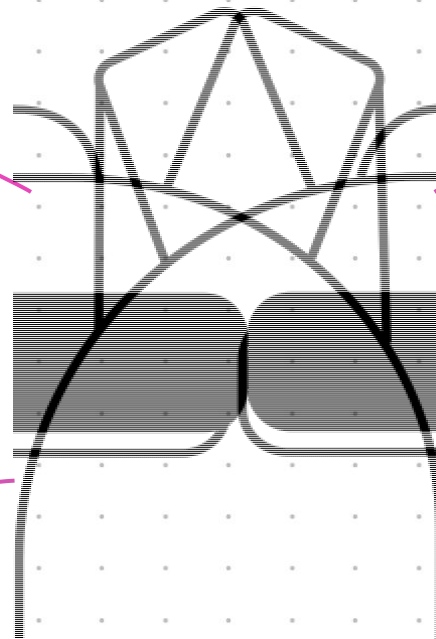
Multiple Domains of Need

Academic Needs
(Core skills,
Content Knowledge,
Career/College Readiness)

Life Skills Needs
(Competencies, Belonging,
Mental Health)

Basic Needs
(Nutrition, Sleep,
Physical Health)

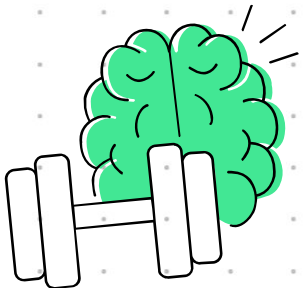
Behavioral Needs
(Attendance,
Expectations,
Engagement)



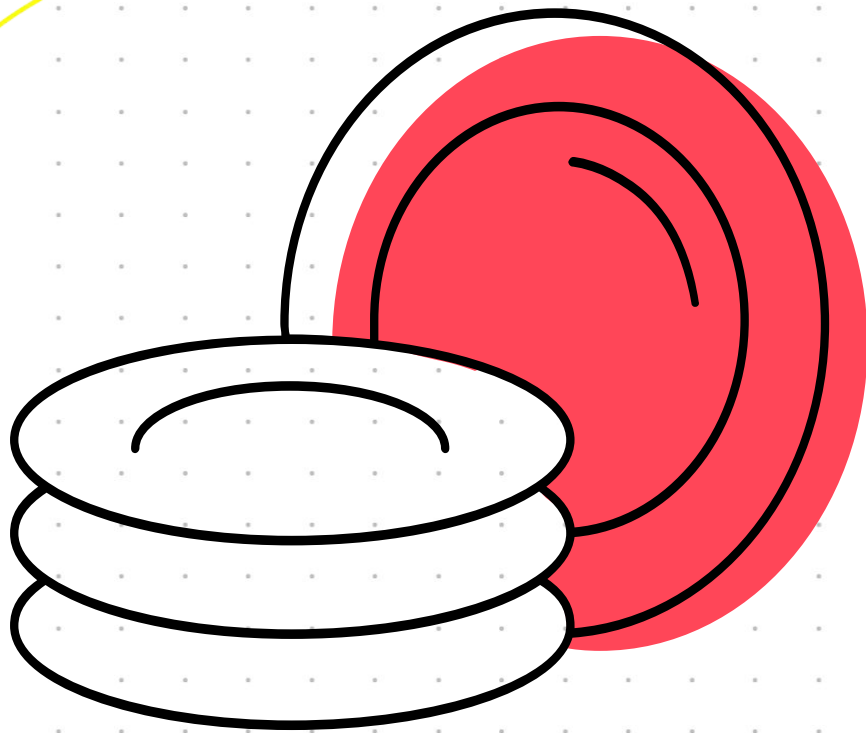


MTSS is Ambitious

Every student accesses the **type** (academic, social-emotional, and behavior) and **intensity** (Tier 1, Tier 2, or Tier 3) of support they need for success in school and life.



MTSS is “the Plate”



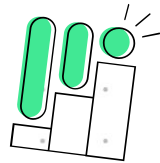
MTSS is a service delivery framework that is focused on achieving prevention and early intervention.

MTSS only works as well as the continuum of supports are implemented.

MTSS is framework we use to guide educator behavior change



Provides language to talk about key educator behaviors (e.g., Tier 1 practices)



Calls for collection of data on educator behavior (i.e., fidelity)



Outlines processes for educator behavior (i.e., problem-solving process)

Turn & Talk:

What is the biggest barrier you see for educators in your building(s)?

If There's Time:

What does support current look like for your educators?

00:25

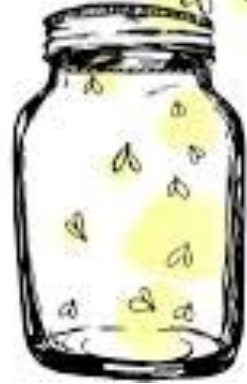


CORE MTSS BELIEF

It's all about
THE ADULTS

to get to outcomes for students

The background features a light gray dot grid pattern. On the left side, there are large, overlapping circles in green, blue, and purple. On the bottom right side, there are overlapping circles in orange, yellow, and green.



The Law of the Lid: “We can never expect students to *bring more to the room* than what educators bring to the room.”

More what to the room?

Educators* → *Students

Causes



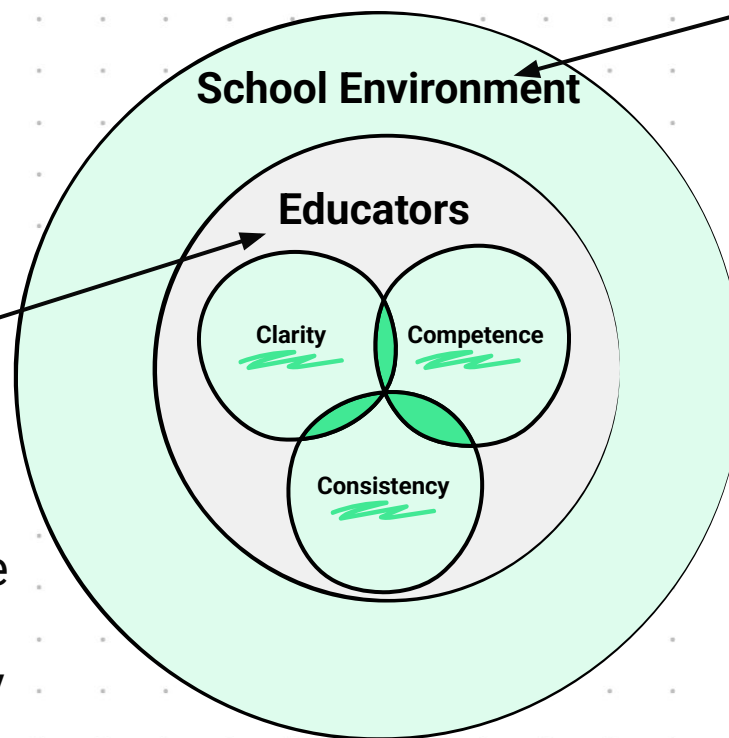
Effects

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What is Adult SEL?

Person / Inside-Out

Promoting educators' use of social-emotional competencies that enable them to create healthy learning conditions for students through modeling and delivery of effective practices



Organizational / Outside-In

Establishing healthy working conditions that cultivate the belonging, well-being, and engagement of educators

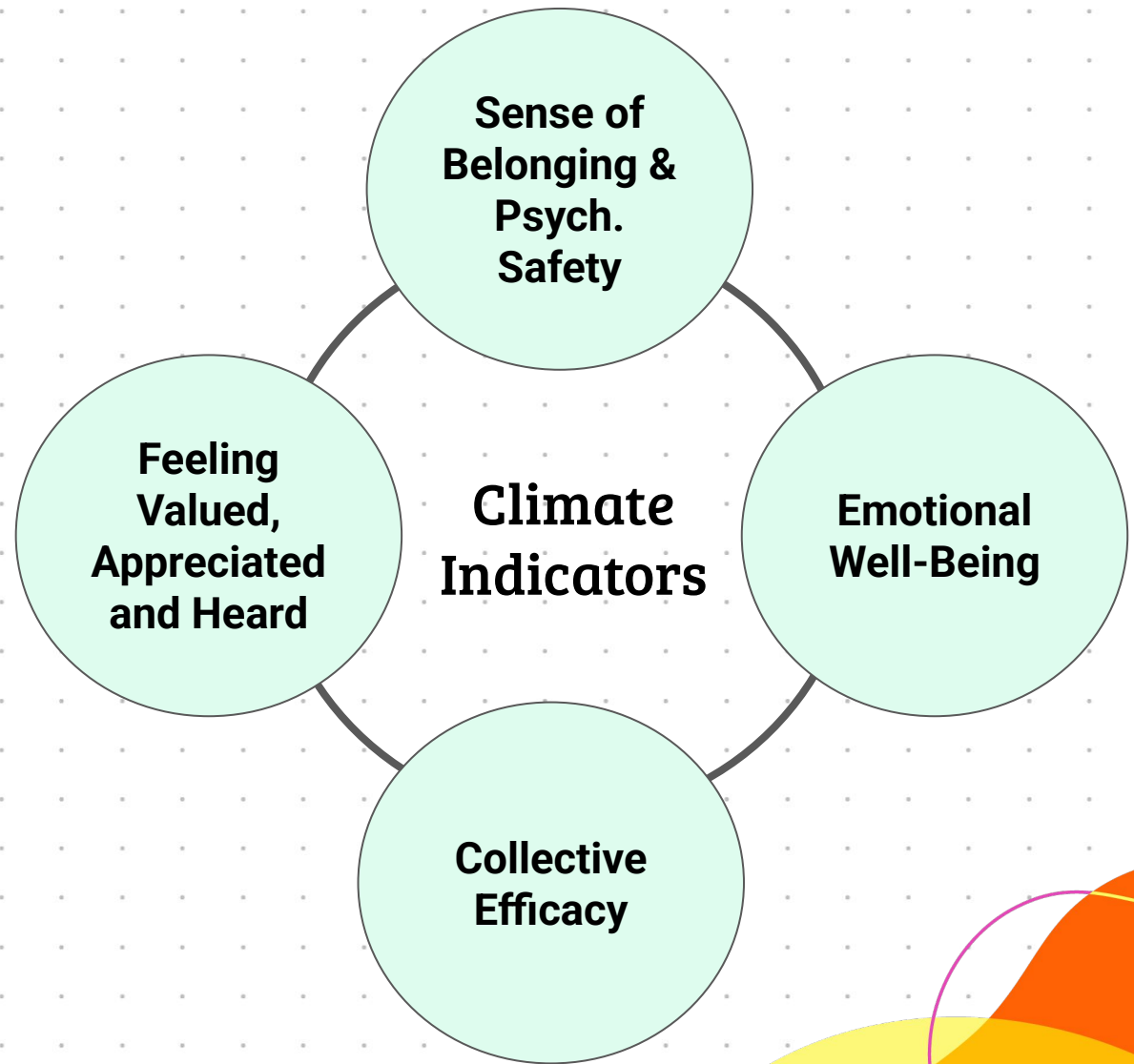
“Schools are rich with student outcome data but poor with regard to adult data.”

What to assess?

Construct	Definition
Psychological Safety	shared belief held by members of a school that it's OK to take risks, to express their ideas and concerns, to speak up with questions, and to admit mistakes — all without fear of negative consequences.
Belonging	a sense of being a respected and included member of a group.
Valued and Appreciated	a feeling of being seen and recognized for who they are and the energy and effort put into their work.
Positive & Negative Emotions	<p>Emotions are internal subjective cognitive and physiological reactions in response to experiences in school.</p> <ul style="list-style-type: none"> • Positive emotions feel good physiologically and broaden attention, perspective, and problem-solving. • Negative emotions cause physiological discomfort and narrow attention, perspective, and problem-solving.
Work Satisfaction	simply defined as the level contentment a person feels with their current job role.
Collective Efficacy	refers to a shared belief that the educators can have a positive impact on student outcomes regardless of outside factors that go beyond their control (single best predictor of student outcomes)

Educator Climate Survey

This survey assesses 4 critical climate indicators that predict educator engagement, collaboration, and retention. Each of the indicators are malleable and can change in response to the environment that has been created.



Educator Culture and Climate Survey



Educator Culture & Climate Scale

This scale is designed to gather information from educators in a building regarding their perceptions and feelings about the experiences they take in at their school based on the routine and habitual behaviors of and interactions with others (that is, culture).

1. I feel like I belong at this school.
2. At this school, I feel valued and appreciated for who I am as a person.
3. I feel like people at this school care about me.
4. I feel overwhelmed by my work.
5. I am treated with respect at this school.
6. I feel supported to be able to meet the needs of students.
7. I have positive thoughts and feelings about working at this school.
8. At this school, I feel valued and appreciated for what I do.
9. The support I receive from others makes me feel confident in my ability to achieve meaningful outcomes for students.
10. Educators pay attention to and recognize one another as positive contributing members of the school.
11. I am supported to manage the stress and challenges that come up working at this school.

- 19 Questions
- 7 Categories
 - Psychological Safety, Belonging, Valued and Appreciated, Positive Well-Being, Negative Well-Being, Work Satisfaction, Collective Efficacy

3	Almost Always
2	Often
1	Sometimes
0	Almost Never

Educator Beliefs

Beliefs drive decisions and behavior, which is why it is important to understand educators' shared beliefs.



Educator Belief Survey

This survey assesses specific supportive beliefs linked to the adoption and use of social, emotional, and behavioral supports with academics to promote better outcomes for students.

Belief Categories	Description
Ownership & Responsibility	Beliefs about whether educators own responsibility over student behavior and social-emotional well-being
Punishment	Beliefs about whether punishment works and is an effective strategy to address student behavior
Positive Reinforcement	Beliefs about the use of positive reinforcement and whether it causes harm to intrinsic motivation
Relationships	Beliefs about whether positive relationships are essential to students' academic engagement and school success.
Proactive vs. Reactive	Beliefs about whether proactive practices and worth the time and energy.
Priority	Beliefs about whether social, emotional, and behavioral supports are a priority relative to academics

Decision Rules/Data

Data decision rules are utilized to help identify parameters to identify support as well as identify if a support is working

Data Decision Rules				
Data Source	Measure	Proficient Score	At-Risk	High Risk
Mental and Emotional Well Being	Adult Well Being Survey			
Social and Relational Health	Climate Survey/Educator Beliefs			
	# of Office Discipline Referrals Administered	0-1	2-3	4+
Attendance	Sick Days	Allowable Limit	Near Allowable Limit	Exceed Allowable Limit
	Personal/Vacation Days	Allowable Limit	Near Allowable Limit	Exceed Allowable Limit
Physical Well Being	Educator Self Rating	0-3	4-8	9-12
Professional Growth and Purpose	Employee Evaluations	0-2	3-5	6+

Purpose of Tier 1

PREVENT

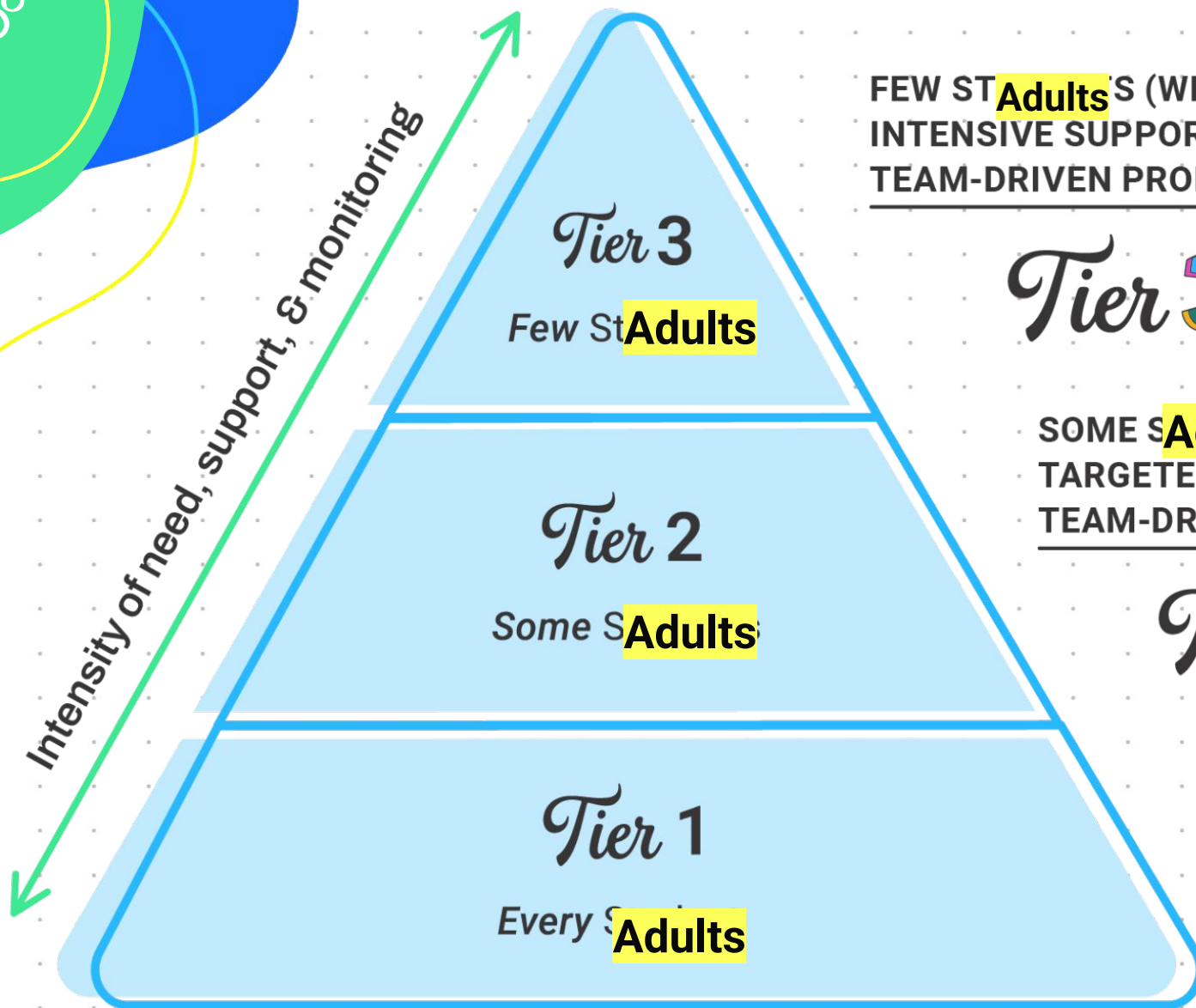
**Prevent difficulties
or problems from
emerging in the
first place**

PROMOTE

**Promote access
to experiences
that optimize and
enhance success-
enabling factors**

ENABLE

**A solid foundation
that enables more
intensive
interventions to
work**



FEW ST **Adults** (WHO) +
INTENSIVE SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =

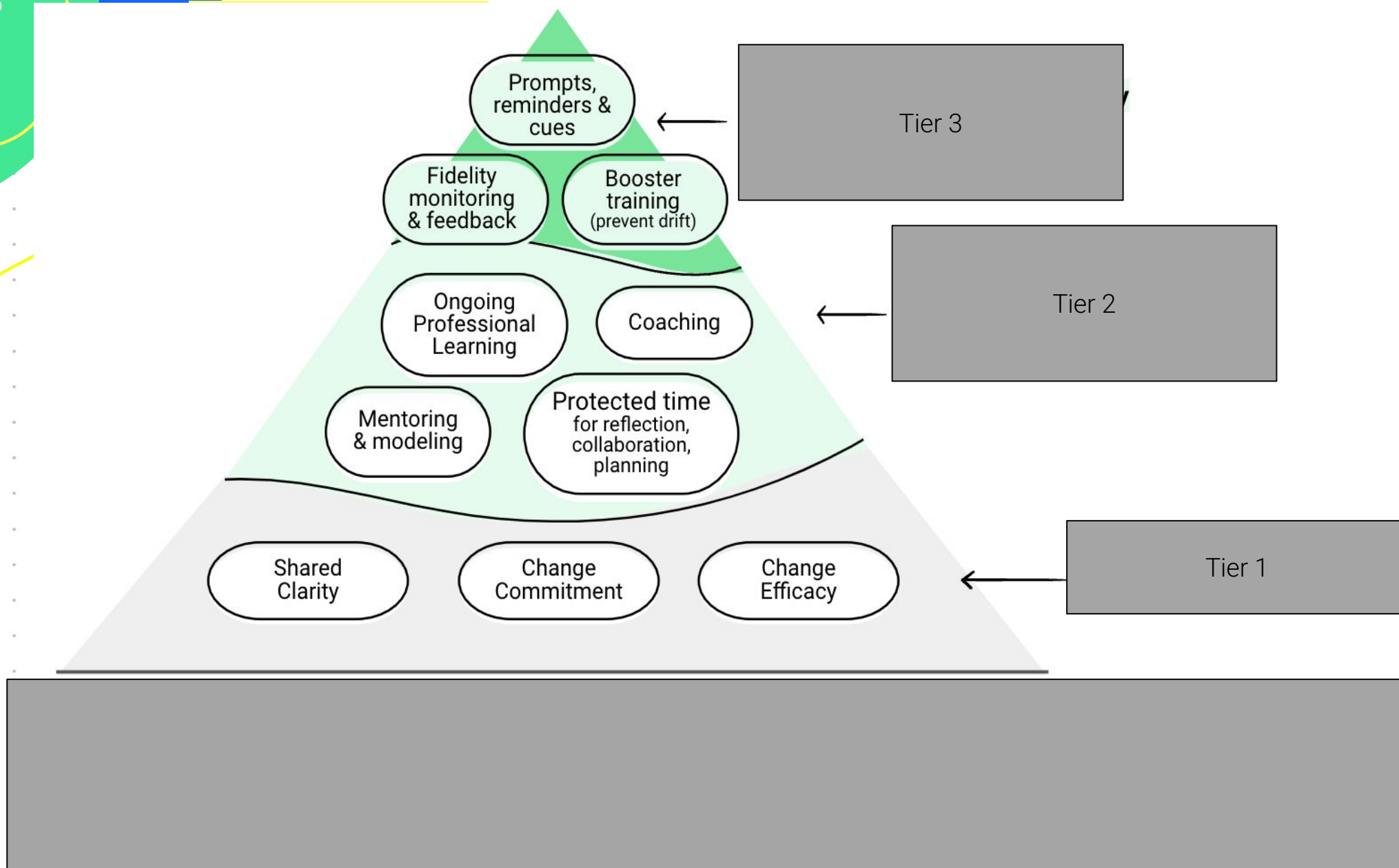
Tier 3

SOME S **Adults** (WHO) +
TARGETED SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =

Tier 2

EVERY S **Adult** (WHO) +
HOLISTIC NEEDS (WHAT) +
EVERY ADULT (HOW) =

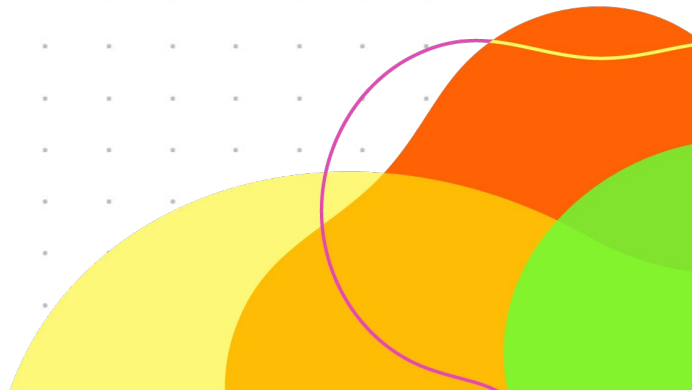
Tier 1



Tier 1

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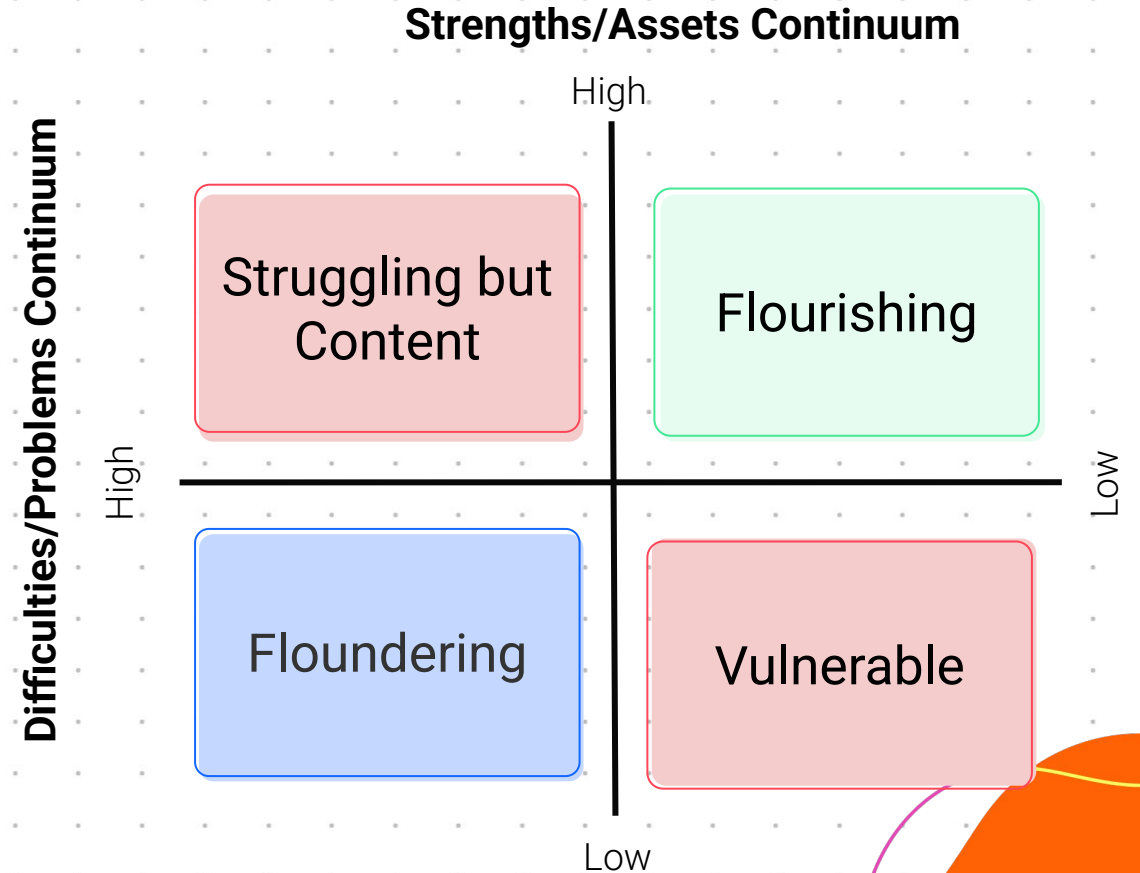
Tier 1

- Positive Wellness Culture
 - Check-Ins
 - Opportunities for staff voice and choice
 - SEL for Adults
 - Connection Opportunities
 - Recognition Opportunities
 - Shared Leadership
- 
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What is Mental Health?

Mental health

- Includes our emotional, psychological, and social wellbeing.
- Affects how we think, feel, and act, including how we handle stress, relate to others, and the choices we make



Did We Just Become Best Friends?

Participants answer progressively deeper questions with different partners, fostering vulnerability and finding "new best friends."

Materials

None

Instructions

- Each student and educator finds a partner and stands back to back. The facilitator will ask a series of questions, starting with low-risk difficulty. **Examples:**
 - Favorite Cereal?
 - Favorite Song or Artist?
 - Do you have a dog or cat?
 - What's your favorite season of the year?
 - Do you prefer sweet or savory snacks?
 - What's your favorite type of movie or TV show?
 - What's your favorite holiday?
- When the facilitator asks a question, they give partners 5 seconds to think about their answer and say their answer simultaneously. If they answered the same, they stay together; if they answered differently, they find a new partner.
- This process repeats with the questions becoming deeper and more difficult to answer.
 - What's something you learned from a mistake?
 - What's a challenge you've overcome?
 - What's a goal you have for the future?

If You Could Be

An energizing activity that asks people to move based on their ideas and sparks unique discussion.

Instructions

- The activity leader will ask the group an "If I Could Be" question with 4 possible answers. For example, If you could be a cookie, what kind would you be? Answers: Chocolate Chip, Oatmeal, Peanut Butter, or Sugar.
- Each corner of the room will represent 1 of the 4 answers. For each question, the activity leader will designate which corner corresponds with which answer.
- After the question has been asked, everyone will move to the corner that represents the answer they would choose. **For example:** *If you chose the sugar cookie, move to the corner that was designated sugar cookie.*
- When you've reached your corner, introduce yourself and discuss with the group why you chose that answer.
- You can also have 1 person from each corner share why they chose the answer they did.
- Repeat as many times as you'd like!


“Music can lift us out of depression or move us to tears – it is a remedy, a tonic, orange juice for the ear...”

Oliver Sacks

A decorative graphic in the bottom right corner consisting of overlapping yellow, orange, and green circular shapes, with a thin purple line curving around them.

A yellow speech bubble with a black outline is positioned above the title. It has a small tail pointing towards the bottom left.

Turn & Talk

A yellow squiggle, resembling a stylized 'W' or a series of connected 'Z' shapes, is located at the bottom left of the central grey area.

What is a song that is an
instant mood-lifter for you?

Put Your Records On

1. Have staff **submit 1-2** pick-me-up songs.
2. **Create a playlist** of those songs to play at different staff meetings (or even during a surprise morning announcement)
3. **Gamify the process**
 - a. Staff Meeting: Have colleagues guess which staff member submitted the song
 - b. Morning Announcement: Have students guess the title/the adult that submitted it. They can win something if they guess correctly!

Stress Reduction Techniques



Chronic Stress is Toxic to the Body

- Cognitive Health
- Immune System
- Cardiovascular Health
- Mental Effects
- Physical Effects

Progressive Muscle Relaxation (PMR)

PMR involves tensing and then slowly relaxing different muscle groups in the body, helping to reduce physical tension.

- **How to Practice:** Start at your feet and work your way up to your head, tensing each muscle group for 5-10 seconds and then relaxing for 20-30 seconds.

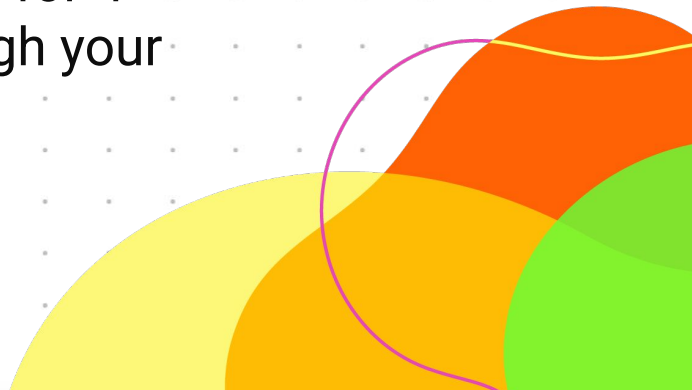
Deep Breathing



***Deep Breathing is an active process
not a System 1 Process***

Rationale: Activation of the Parasympathetic Nervous System. Deep breathing stimulates the "rest and digest" system, which counteracts the stress response initiated by the sympathetic nervous system. This helps lower stress levels and reduce anxiety.

Practice: Try the 4-7-8 technique: inhale through your nose for 4 seconds, hold your breath for 7 seconds, and exhale through your mouth for 8 seconds.



Monitor Progress

Regular Check-ins

Name*
1-5*
Why?

Skills

2 → Hey, _____, are you doing well at work?

☐ A Strongly Agree

☐ B Agree

☐ C Neither Agree or Disagree

☐ D Disagree

☐ E Strongly Disagree

OK

4 → I'm doing well at home (personally)?

☐ A Strongly Agree

☐ B Agree

☐ C Neither Agree or Disagree

☐ D Disagree

☐ E Strongly Disagree

OK

6 → I feel equipped to manage both personal and work life demands?

☐ A Strongly Agree

☐ B Agree

☐ C Neither Agree or Disagree

☐ D Disagree

☐ E Strongly Disagree

OK

3 → Please provide additional information so we can support your needs.

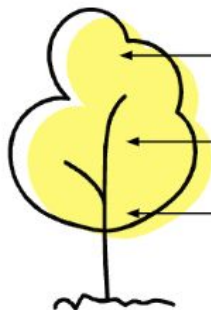
Type your answer here...

Shift ⌘ + Enter ↵ to make a line break

OK

press Enter ↵

Establish-Maintain-Restore Reflection



Restore (R)
negative int
harmd the
repair and n

Establish (when mutual have not yet

Maintain (I
mutual trust
present and
relationship

Purpose:

The purpose of this document is to help you reflect on your service. The ultimate goal, over time, is to move all people so everyone feels a sense of trust, understanding, and connection.

Instructions:

- Print out a roster of those you serve or use the roster.
- Applying the above definitions, write E, M, or R next to each name (checkmark in the cell) to represent the category of relationship you are in.
 - Do your best to take the other person's perspective of trust, believe you understand the community.
 - People who you mark as being in Establish relationship phases.
- Each week, you will identify up to 3 people in the Establish phase to focus on over the next week. Use the People-Speak and the list of Establish and Restore Practices (Appendix A).

Appendix A: Roster EMR Reflection

[illegible]

Appendix B: People-Specific Relationship Game Plan

Goals without a plan are just a wish.

Focus on up to 3 people you identified as being in the vulnerable relationship phases of Establish or Restore. Use [Appendix C](#) to help identify some key practices to use and detail how and when you will implement these practices.

Initials: _____

<i>What phase of the relationship</i> are you in with this person?	<i>What practice(s)</i> do you plan on using with this person?	<i>How and when</i> will you implement these practices?

Initials: _____

<i>What phase of the relationship</i> are you in with this person?	<i>What practice(s)</i> do you plan on using with this person?	<i>How and when</i> will you implement these practices?

Initials: _____

<i>What phase of the relationship</i> are you in with this person?	<i>What practice(s)</i> do you plan on using with this person?	<i>How and when</i> will you implement these practices?

Tier 2

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Precision Tool Overview

Acquisition Need

1. Student has difficulty consistently performing skillful behaviors even when encouraged, reminded, and motivated to do so.
2. Student lacks specific social, emotional, and behavioral skills to meet certain expectations from the environment.



Performance Need

1. Student possesses the skills and behaviors but is inconsistently motivated to perform those skills and behaviors at the point when they are needed.
2. Student can perform and explain certain knowledge and behaviors to meet the demands of the environment when so.

Back

Acquisition Need

Hypothesized Root Cause: Acquisition Need

Definition: The student's need exists because the student does not yet possess specific skills to meet certain social, emotional, and behavioral demands and expectations of the environment.

Performance Need

Hypothesized Root Cause: Performance Need

Definition: The student's need exists because the environment does not sufficiently encourage and motivate the student to consistently perform the knowledge, skills, and behaviors they possess.



Define, Analyze, Select



Turn & Talk

What are some signs that an educator has an acquisition need v. a performance need?

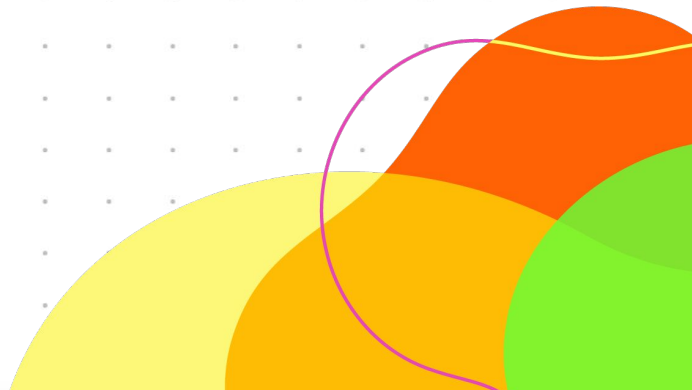
Tier 2

- Peer Mentoring/Coaching
- Affinity Spaces/Focus Groups
- Short Term Counseling
- Problem Solving Teams

Tier 3



Tier 3

- Individualized Coaching Support
 - Community Mapping for Educators
 - Prioritization Plan
 - District-wide individual support plan
- 
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Community Mapping

Tier 3

Community Resource Mapping Tool

This Community Resource Mapping Tool is designed to support schools in building effective partnerships by identifying and leveraging local resources to meet educator needs.

Steps in the Tool

1. Identify Main Service or Support Needs

- Define the core needs of educators that align with the school/district goals for educator well-being (e.g., mental health services, food security, etc).
- Prioritize needs based on community input, data analysis, and strategic goals.

2. Gather Information on Organizations and Initiatives

- Research and document local organizations, agencies, or initiatives that provide services addressing the identified needs.
- Use surveys, directories, or stakeholder interviews to assess the scope, capacity, and alignment of each organization's offerings.

3. Action Planning Template

- Develop a follow-up plan to engage the organizations that best align with the district/schools' needs and vision.
- Use the template to outline specific actions, including partnership goals, communication strategies, and roles/responsibilities.
- Include timelines, resource allocation, and key performance indicators to monitor collaboration outcomes.

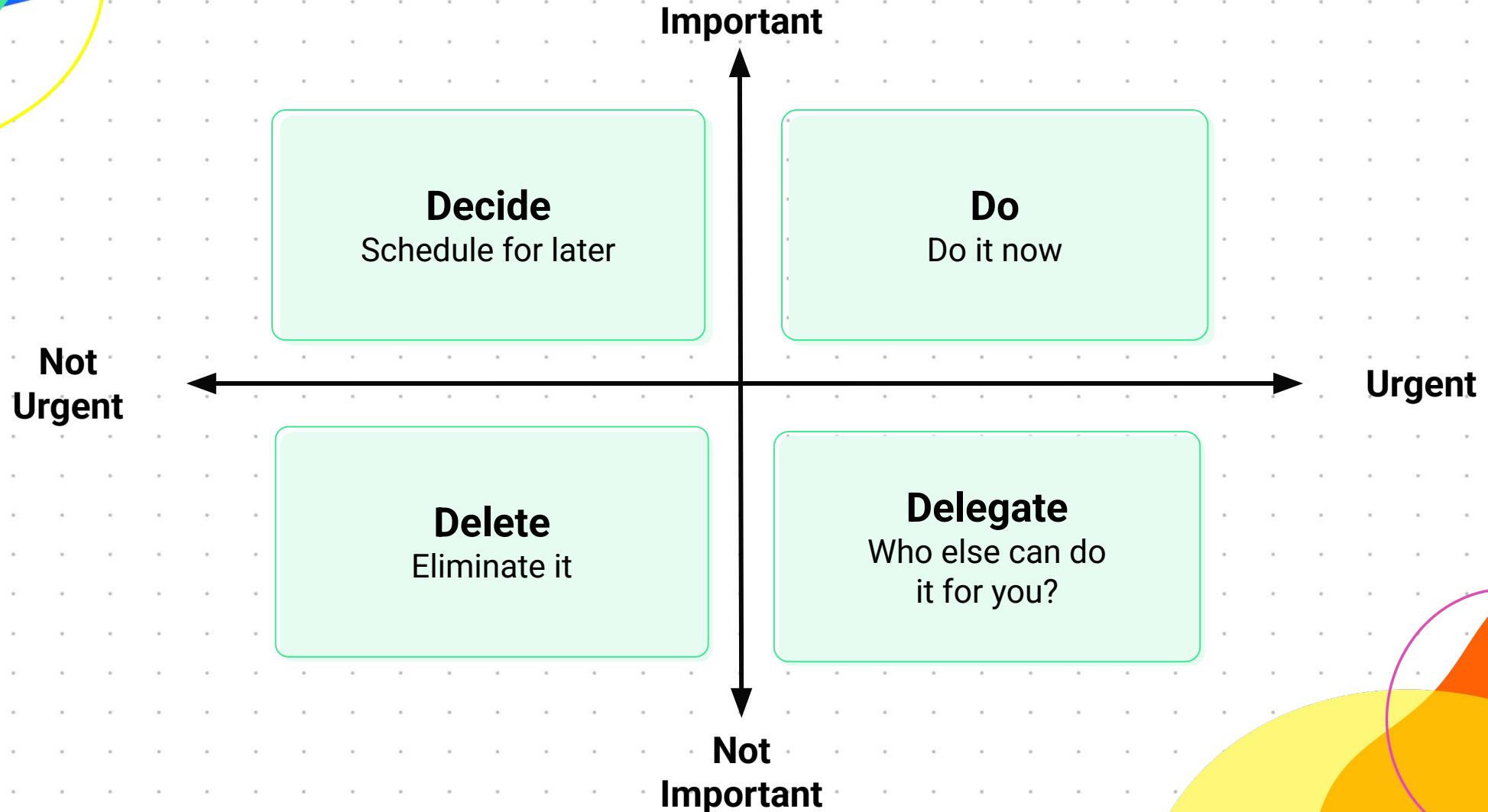
Step 1: Determine Service and Support Needs to Start With Aligned with Goals Community Schools Approach

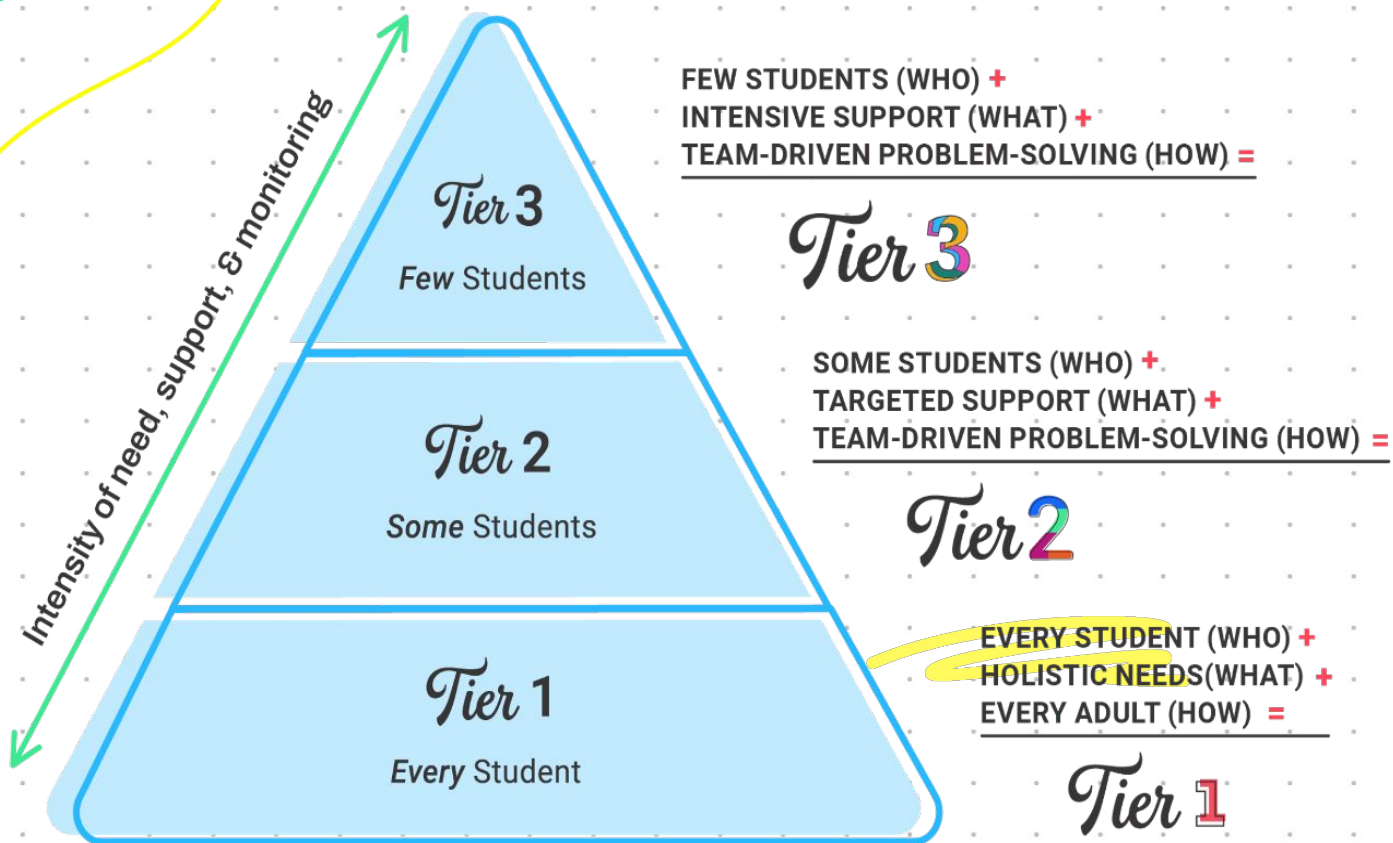
Rate the importance of the service or support need to guide your team's research to map out specific community organizations, initiatives, or agencies to collaborate and partner with as part of your Community Schools approach.

Service or Support Need	Description	Rating (1-Less important to 5-Highly important)
Mental Health (Educator)	Services and programs that support the mental and emotional well-being of educators, including counseling, stress management, and group therapy.	
Vision	Access to vision screenings, eyeglasses, and other optical health services to address students' sight-related needs.	
Dentistry	Community dental programs offering preventive care,	

- Post resources in a place that is easily accessible and viewable to staff
- Create copies that can be taken or a QR code to be accessed digitally

Prioritization Plan: Eisenhower Matrix





Save the Last Word for Me

Save the Last Word for Me

Person A: Choose a Tier

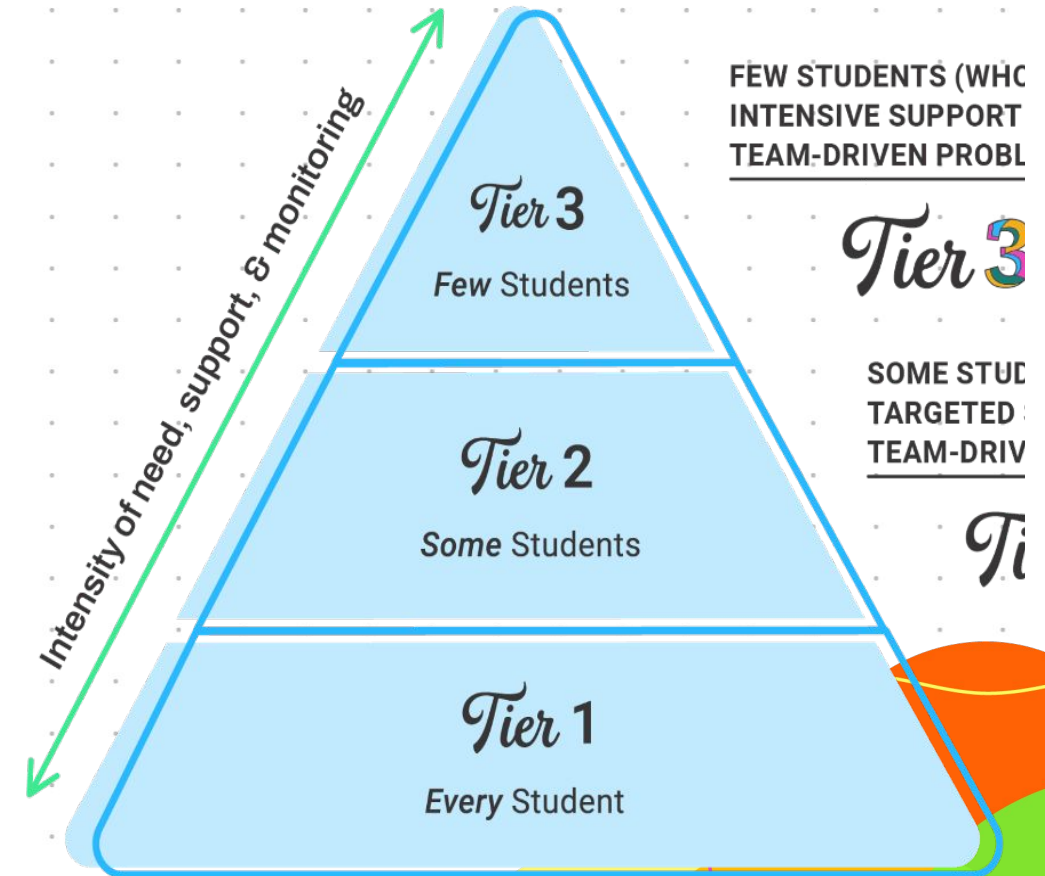
Person B: Share your thoughts about something you learned or were reminded about regarding that tier and this session

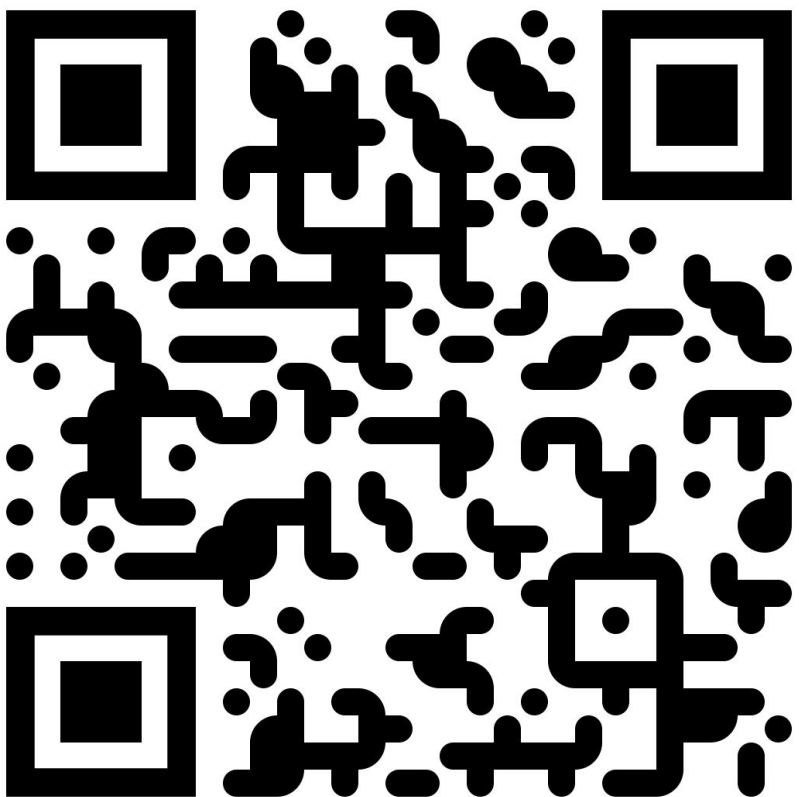
Person C: Build on Person B's thoughts and add your own.

- I agree with ____ because...
- I disagree with ____ because ...
- I appreciate what ____ said about _____. Another thought is...

Person A: Explain why you initially chose that tier and reflect on what you heard a group member say.

Person B: Select a different tier and repeat the process.





60 Second Feedback

