

Sound Discipline's

MTSS Process for SOCIAL EMOTIONAL LEARNING



STRENGTHS BASED

Our work is rooted in the understanding that children are doing the best they can with the tools/skills that are **accessible to their nervous system** in the moment.

Children do not need to be fixed.

As adults, it is our job to create a learning environment where students can trust their **inherent strengths** as they practice and gain social emotional skills. This helps young people know they **belong** and **matter**.

Collaborative Process

Our SEL-focused, **Multi-Tiered System of Support (MTSS)** process is designed to be done collaboratively by a team of:

- 3-4 teachers
- a school counselor, SEL coach, or similar role
- an administrator

Like students, educators benefit from learning from each other in community. This creates a sense of shared work, invites a broader view of system change, and a shift away from “problem students.” We provide the initial training for 1-2 teams with a path to school-wide sustainability.



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ESSENTIAL ELEMENTS



DATA BASED DECISION MAKING

Educators **collect data** to inform:

- Strengths present in the class & individual students
- Interventions to build skills for class & individual students
- Collaborative problem solving amongst team
- System transformation to build a positive school climate



PRINCIPAL

Redwood Elementary

We've always had data for math and reading. This is the first time we can see data for SEL skills. We also didn't have specific tools to use when it was obvious that they were needed. Now we have those too.



SCREENING

Our **2-phased Screener** focuses on four foundational SEL domains

- Phase 1 is applied to the whole classroom. It instantly tallies and displays individual and whole classroom scores
- For identified students, Phase 2 identifies specific lagging skills in each domain

SELF-REGULATION

RELATIONSHIPS

COMMUNICATION

PROBLEM-SOLVING



CHOOSING SUPPORTS

Our **Menu of Tiered SEL Interventions & Supports** invites educators to:

- Choose specific actions for each component of lagging social skills
- Get creative and curious about designing their classroom environment
- Be culturally responsive and trauma informed as they adapt to the needs of individual students



PROGRESS MONITORING

Educators **regularly evaluate** the impact of planned interventions to:

- See their students from a strengths-based lens
- Celebrate progress
- Make informed adjustments