



CENTRAL RIVERS

AREA EDUCATION AGENCY

Innovation Configuration Map for: **MTSS for Well-Being**

This IC Map is intended to be used as a tool to guide the Social, Emotional, Behavior and Mental Health (SEBMH) work in your district/school/classroom. Users are encouraged to first, identify current practices for each element and then to develop an action plan that will enable them to move to the next level of practice. The closer educators demonstrate the practices as outlined in column “A”, the closer they are to demonstrating best practice with regard to this innovation. This tool is to be used as a self-assessment tool to aid educators in the application of the continuous improvement process around these components and is intended to be an ongoing process across time. This tool is **NOT** to be used to evaluate staff regarding the implementation of these practices.

Cluster: Universal Supports
Core features schools need to have in place for all students

Component	A Fully Implemented	B Partially Implemented	C Beginning to Implement	D Not Implemented
Building or District Team Theory of Action Deep Dive: Strong Leadership	A team has been established and addresses behavioral, social, emotional, and mental health needs for all students	A team is identified and is in the initial meeting stages to address behavioral, social, emotional, and mental health needs for all students	A team is identified to address behavioral, social, emotional, and mental health needs for all students but has not yet met	A team has not yet been identified to address behavioral, social, emotional, and mental health needs for all students
	Team includes a school administrator as well as other educators who have expertise in student social-emotional learning, behavior, and/or mental health. Grade or content spans are included.	Team includes a school administrator as well as other educators who have expertise in student social-emotional learning, behavior, and/or mental health.	Team is identified to include a school administrator and other educators. Grade span or content representation has not been determined.	Team is being determined.



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<p>Data and Decision-Making Theory of Action Deep Dive: Learner Driven-Evidence Informed Decisions</p>	<p>A universal screening process is utilized to determine the need additional support (universal/school-wide) in behavior, social, emotional and/or mental health and to evaluate the effectiveness of universal practices</p>	<p>A universal screening process is administered; the resulting data have not yet been used to determine the need for additional universal/school-wide support in behavior, social, emotional and/or mental health or to evaluate the effectiveness of universal practices</p>	<p>A universal screening process is planned to be utilized to determine the need for additional universal/school-wide support in behavior, social, emotional and/or mental health and to evaluate the effectiveness of universal practices</p>	<p>A universal screening process has not yet been established</p>
	<p>A process, including criteria and timelines, is used for collecting and analyzing multiple systemic data for decision making</p>	<p>A process, including criteria and timelines, is beginning to be used for collecting and analyzing multiple systemic data for decision making</p>	<p>A process, including criteria and timelines, has been identified for collecting and analyzing multiple systemic data for decision making</p>	<p>A process for collecting and analyzing multiple systemic data for decision making has not been identified yet</p>
	<p>Structures and schedules for data review, collaboration and professional learning are in place and utilized consistently</p>	<p>Structures and schedules for data review, collaboration and professional learning are in place</p>	<p>Structures and schedules for data review, collaboration and professional learning are in the planning phase</p>	<p>Structures and schedules for data review, collaboration and professional learning are not in place yet</p>
<p>Behavioral Expectations Theory of Action Deep Dive: Strong Leadership Youth Engagement</p>	<p>Behavioral expectations in and outside of school are defined, taught and acknowledged by family, youth, and staff</p>	<p>Behavioral expectations inside of school are defined, taught and acknowledged by staff</p>	<p>Behavioral expectations in and outside of school are in the process of being defined, taught and acknowledged</p>	<p>Behavioral expectations are not yet defined, taught nor acknowledged</p>
	<p>Behavior is addressed proactively depending upon the situation and student need (restorative and instructional)</p>	<p>Behavior is addressed depending upon the situation and student need (restorative and instructional)</p>	<p>Behavior is addressed randomly depending upon the situation and student need</p>	<p>Behavior is addressed as determined by the teacher or administrator</p>



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	Family, youth, and staff are aware of and support, behavioral expectations in and outside of school	Family, youth, and staff are aware of behavioral expectations in school	Family, youth, and staff are vaguely aware of behavioral expectations in school	Family, youth, and staff are not aware of behavioral expectations in or outside of school
Instructional materials and Practices Theory of Action Deep Dive: Empathic Learning Environment	Social emotional learning curriculum/Instructional materials and practices are embedded in core instruction and reflects all 5 areas of: Self Awareness, Self Management, Responsible Decision Making, Relationship Skills, and Social Awareness	Social emotional learning curriculum/Instructional materials and practices are embedded in core instruction and reflects some of the 5 areas (Self Awareness, Self Management, Responsible Decision Making, Relationship Skills, and Social Awareness	Social emotional learning curriculum/Instructional materials and practices are provided by specific school staff and is not part of the general curriculum	Social emotional learning curriculum/Instructional materials and practices have not been included in the general curriculum
Schoolwide Practices and Policies Theory of Action Deep Dive: Empathic Learning Environments and Youth Engagement	Positive relationships between adults and students are evident across all school settings	Positive relationships between adults and students are evident in some school settings	Positive relationships between adults and students are evident in only a few school settings	Positive relationships between adults and students are not evident across all school settings
	School staff have an awareness and empathetic understanding of social, emotional, behavioral and mental health and its impact on and in the learning environment	School staff have an awareness of social, emotional, behavioral and mental health and its impact on learning	School staff have a basic awareness of social, emotional, behavioral and mental health	Very few school staff have an awareness of social, emotional, behavioral and mental health
	There is evidence of a unified belief system around social, emotional and behavioral learning	There is some evidence of a unified belief system around social, emotional and behavioral learning	There is evidence of a diverse belief system around social, emotional and behavioral learning	There has not yet been a discussion about beliefs around social, emotional and behavioral learning



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<p>Family and Community Partnerships Theory of Action Deep Dive: Access to Resources through Partnerships</p>	<p>An effective and respectful communication process is in place between school, families, and community resources</p>	<p>A communication process is in place between school, families, and community resources</p>	<p>A communication process is in place between school and families</p>	<p>A communication process is being developed</p>
	<p>Collaborative community partnerships and resources are identified and utilized across all age levels during and beyond the school day</p>	<p>Community partnerships and resources are identified and utilized during and beyond the school day</p>	<p>Community partnerships and resources are identified and are utilized sporadically.</p>	<p>Community partnerships and resources are being identified</p>